DOCUMENT RESUME

ED 028 711 HE 000 691

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The Training of New Department Chairmen. The Need, Present and Proposed Programs.

Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date 4 Mar 69

Note-11p.; Paper presented at the American Association for Higher Education's 24th National Conference on Higher Education, Chicago, Ill., Mar 2-5, 69

EDRS Price MF-$0.25 HC-$0.65

Descriptors-*Administrative Personnel, Administrator Guides, *Administrator Role, *College Deans, *Higher Education, Individualized Programs, Inservice Programs, *Institutes (Training Programs), Intercollegiate Programs

Identifiers-*Department Chairman

Although universities have an interest in recruiting, retaining and developing the administrative and educational abilities of department chairmen, most institutions do little to help fulfill the chairman's needs for role socialization and development and for understanding administrative procedures. Training programs are few, mostly because of a denigration of administration by professors. The Western Interstate Commission for Higher Education (WICHE) has developed a Department Chairman Program to give deans and chairmen new opportunities for collaborating in ways consistent with academic values. Individual programs are being designed that take into account differences in institutions and in disciplinary interests of chairmen and common interests in role clarification, development of common reference groups, work on specific administrative topics, and role development. While continuing to run institutes for chairmen and deans on departmental administration, the WICHE program is directed toward 2 efforts: development of ongoing programs of continuing education for chairmen and deans in various regions of the West; and stimulation of complementary activities and organizations within the academic professions. Attention is focused on the new chairman. The program planners hope to encourage deans to use their influence in selecting, evaluating and protecting the interests of chairmen. In helping to define the role and responsibilities of chairmen, the program aims to link administrative training to the resolution of fundamental educational issues. Much reference material is included. (JS)

ED028711

Special Session VII
Tuesday Afternoon, March 4

THE TRAINING OF NEW DEPARTMENT CHAIRMEN* **
/The Need, Present and Proposed Programs/

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THE PROBLEM

Shortly after Kenneth Eble became the chairman of the Department of English at the University of Utah, he met for the first time with a class consisting of undergraduate and graduate students of widely disparate backgrounds. Eble quickly realized that his students had such varied experiences that meaningful class discussions were impossible unless he adjourned class for a few weeks to give them a chance to read and think about a common core of readings. "I can't do this," thought Eble, "Our chairman will never permit it!" But he caught himself quickly and reminded himself that, Hell, he was the chairman!

Every year hundreds of men move quickly from a faculty to a quasi-administrative role as chairman (Gunter, 1964, p. 32). As institutions grow and become more involved in research and departments secure more autonomy, the role of the chairman becomes more complex and important.

Those of us at AAHE who have common interests in planned change within the university tend to underplay the creative potential of departmental leadership. Most of us actively support efforts to institutionalize innovation by giving autonomy and financial support to interdisciplinary units within the university that have special interests in undergraduate education. But these efforts need the understanding of departmental leadership. Their long-term survival depends on it.[1]

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*Remarks presented to Special Session VII at the 24th National Conference on Higher Education, sponsored by the American Association for Higher Education, Chicago, Tuesday afternoon, March 4. Permission to quote restricted.

**This report is a personal one and does not necessarily represent the views of WICHE as an organization. The WICHE Department Chairmen Program was initially conceived by W. John Minter. The program builds on his experience, that of the WICHE staff, and many advocates of administrative development programs in universities, including David Brown, Paul Dressel, Court Hotchkiss, Floyd Mann, Wilbert McKeachie, Branford Millar, and Charles Monson.

[1]A good example is the Residential College. It was created to sustain attention to undergraduate education. Yet because it has its own structure, and sometimes its own budget, it becomes the focus of hostility in departments that claim they, too, have an interest in undergraduate education. For a case study of departmental opposition to the cluster college see Jerry G. Gaff's paper, Innovation and Evaluation: A Case Study of a Cluster College. The paper is available through the Center for Research and Development in Higher Education, University of California, Berkeley.

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Thus we have an interest in recruiting, retaining, and developing the administrative and educational interests of department chairmen. Yet, most institutions do little to induct men into the chairmanship in ways which take into account their needs for role socialization, for understanding administrative procedures, and for role development.

The experience of Charles Monson, associate vice president for academic affairs of the University of Utah, when he was appointed a new department chairman illustrates this need.

"...I came to the position of chairman after 10 or 12 years of teaching and publishing. I enjoyed the teaching a great deal. I took the chairmanship job with some reluctance because my image of it was that it was a 'housekeeping job,' but I had large numbers of students and I saw the chairmanship as a chance to cut down on the vast amount of teaching I was doing and perhaps even to take a chance at something else.

"I'll never forget the first experience I had of looking at the financial report that told me whether the department was solvent or not. It was a frightening experience. I went through the budget procedures, and I had no notion as to what I ought to be asking for the department. One of the purposes I saw for myself in the department was to make us more of a graduate department than we had been heretofore. But how to translate that idea into the budget procedures was not at all clear to me. We had recruiting to do. I had participated in recruiting in the department before, but I had never organized the recruiting effort. And then the requests came through for retention, promotions, and tenure recommendations from the department. I had never conducted meetings that dealt with those questions. I had students coming in to talk to me all the time about majoring in the department, what sorts of university requirements there were, and I discovered that very often I didn't have the answers--even to things that happened within my own department. I worked very hard at the job for two years. I gradually learned a few things out of it. But when I looked at the amount of effort I put into the job, in comparison to the changes I had made in the department, I saw all that on one side, and on the other side I saw the satisfaction that I got from my own teaching, the satisfaction that comes from having some free time once in a while to read a book and do some writing. I was hard put to say to myself that I ought to stay in that job any longer. In other words, I worked very hard at the job. I didn't find very many satisfactions out of it, and when I compared the satisfactions I did have to the satisfactions I knew I would get from what I'd been doing before, I had great doubts whether or not I should stay."

Charles Monson remained in academic administration despite these frustrations. Higher education is fortunate in his case. Monson contributes to the continuing growth of his institution and to new approaches to the articulation of educational and administrative leadership in the university. Our program, funded by the Danforth Foundation, assumes that the quality of departmental leadership can be improved through conscious planning and experimentation by interested chairmen and deans.

Why, you may ask, haven't programs like this been developed before? The idea of chairman training is so simple. But the whole concept of training for effective administrative leadership is rather foreign to professors. Deans and presidents are usually former professors, who have strong commitments to academic values. Part of the folklore of academe is the denigration of administration as a profession worthy of respect and development. Administrators tend to emphasize the passive and

service qualities of their work, rather than the active, planful aspects.[2] Management training is a term which they associate with organizations with bureaucratic rather than professional norms. Central here is the desire by deans at better institutions not to ruffle the feathers of their departments and department heads. If they establish a training program for chairmen, wouldn't this be emphasizing hierarchy, and give chairmen the feeling that deans want to exercise more control?

The deans are correct in their belief that a traditional training program is inappropriate. (James Shuart [Shuart, 1966, pp. 126-141] found that chairmen with values emphasizing control and conformity were less effective than those who gave more attention to the professional interests of their faculty.) But deans are wrong in fearing a collaborative relationship with a group of chairmen which would permit men to talk openly about their problems, and develop an environment of trust.

At first, we were somewhat naive in assuming that deans would take an interest in a chairman development program without relating such a program directly to their personal and professional needs. Deans may find themselves, or create for themselves, a reactive environment in which they feel boxed in, playing accomodative rather than development roles. If they aren't sure about their own roles in the university, or their own relations with chairmen, how can they be expected to take into account the needs of their chairmen? If the dean becomes alienated, and loses his initial interest in educational leadership, it is unlikely that he can exert an invigorating influence on his chairmen.[3]

Some deans prefer to operate in a competitive, individualistic system, where the "strong man survives," and where there is a minimum of interaction with groups of chairmen. He may feel that the less the chairman knows about an institution the better.[4] One institution in which we are now working has a division head with real enthusiasm for an administrative development program. Yet he feels stymied because his dean never meets with chairmen and division heads to exchange information!

Our program is designed to give deans and chairmen new opportunities to collaborate in ways that are consistent with academic values, yet are usually not perceived because of the competitive focus of institutions and the time bind which most chairmen and deans experience. Considering these constraints, we are amazed at the activities which are being planned and implemented for individual and cross-institutional programs of administrative development in the Colorado-Wyoming region, and in other regions of the West. Our experience to date indicates that deans and chairmen want role clarification, have an interest in administrative and educational development. They are typically isolated from others who share these interests, even if men work in the same or in neighboring institutions. Our program has begun to permit

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[2] Don Decker, Dean of the College, Colorado State College, has brought this matter to my attention. Similar issues were raised by Dean Morris Martin of Mackinac College in a paper entitled A Dean Looks at the Next Decade. (Copies of this paper are available from the WICHE Department Chairmen Program.)

[3] Dr. Herman Medow of Cleveland, Ohio helped me see the need to recognize the dean's needs for self-renewal and role development before one could expect the dean to become an effective role model for chairmen.

[4] A management system which maximizes competition between departments and keeps budget information secret makes it easy for chairmen to get inflated ideas as to the amount of discretionary income available to departments.

men to define their own training needs and to stimulate collaboration to meet them. (A report of chairmen's training needs appears in the Appendix.) We are building programs that take into account differences in type of institution, the disciplinary interests of chairmen, as well as common interests in role clarification, the development of common reference groups, work on specific administrative topics, and role development.

Our major asset is our legitimation within the system of higher education. Working through WICHE, we can link men with related interests. The programmatic thrust of our work fits with some of the personal and professional needs of chairmen and deans. Ordinarily, these chairmen and deans would not find it possible, or politically feasible, to talk together. Under the WICHE umbrella, men feel at ease, and some of the status problems which keep men isolated can be overcome.

PROGRAM

While continuing to run institutes for chairmen and deans on departmental administration on a self-liquidating basis, the program focus is on two related efforts: the development of ongoing programs of continuing education for chairmen and deans in various subregions of the West; and the stimulation of complementary activities and organizations within the academic professions.[5] Each of the professions in the social sciences and humanities could begin assuming some responsibility for the induction of some of its new chairmen into the chairmanship.

For practical reasons, we focus on the new chairman. Each institution usually has a limited number each year. It's a small enough group to be manageable. The problems chairmen face in moving from a faculty to a quasi-administrative role should give them the motivation to participate in a program that will not take much time, but will pool the talents of deans and experienced chairmen. Experienced chairmen learn a good deal about administration as they become "teachers" of new chairmen.

PROGRAM PLAN:

We have no good reason to assume that an effective chairman needs to conform to a particular mold. The role is often structured by the man in terms of his personal style and mobility potential within the constraints of the political system of the university (Fiedler, 1967). Our work and relevant research (Parsons and Platt, 1968, pp. VI-50,51; VII-37; VIII-43) indicates to us that the chairman generally has the greatest relative influence in an institution which is growing in academic quality and is moving from a single function teaching institution to a complex university. As the emphasis shifts from teaching to research, the relative power and authority of administration, chairmen, and faculty change. The power and authority of administration is maximal in the college situation where a dean oversees small departments. As the institution begins to move, and becomes more research-oriented, there are internal crises in which the direction of the institution is uncertain. There are competing groups of locals focused on teaching and young researchers with strong research interests. Here administration retains substantial control, but it

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[5] The Association of Departments of English, under the leadership of Michael Shugrue, conducts summer seminars for new chairmen. New chairmen in Departments of English are invited to a seminar each year at a different graduate school. Speakers are usually administrators who have been professors of English. The Association publishes a quarterly bulletin for chairmen. It is also planning regional meetings.

is forced to give up much of its authority if the institution is to improve its academic quality. At this stage, full of conflict, the chairman has the most authority and power. As the institution moves along to full-fledged status as a university, and approaches the complexity and stature of a Stanford or a Michigan, the faculty have the most authority and power and the chairman's authority is diminished.

In planning a chairman development program, these considerations should be kept in mind. In an effective program for institutions of medium differentiation and specialization (developing institutions), it is essential to have deans and chairmen integrated within the training program. Especially at the college level, the dean must become active in program planning and development if a chairman development program is to take hold. Universities such as Stanford or Michigan need programs as much as any, yet they seldom perceive this need nor do they have much interest in working with other institutions of lower rank. Although these institutions have participated in our programs, they show more interest if they can participate in a program that involves others of equal stature.

Besides considering type of institution, and its stage of development, we should distinguish between chairmen according to their mobility potential and their relative professional prestige. We have at least two types of chairmen. There is the "caretaker," selected for the chairmanship because no one else will take it. Usually he is a junior member of the department; certainly not a man who was selected to exert leadership in building a department. There is also the "star," brought in from the outside to head a department because of his professional prestige or because the dean or the department accepts his plan of departmental development. Each of these chairman types has a distinctive role, although men do shift from one role to another. There is a great difference, too, between the problems faced by a chairman who administers a stable department (often a small one principally concerned with undergraduate teaching) and the chairman of a large and growing department (usually concerned with graduate education). A training program for chairmen should consider the distinctive learning needs and attitudes of these men.

PROGRAM DESIGN:

We are now working intensively with chairmen and deans in the Colorado-Wyoming area developing inter- and intra-institutional programs that permit chairmen and deans to identify their own learning needs and then begin working on them. We have a variety of monographs, audiotapes, and videotapes which are made available to participating institutions for their use and critical comment.[6] We, in turn, ask that they keep us informed on their own program development. We are building a clearinghouse of materials on administrative development for chairmen and deans. This includes audiotapes and videotapes of meetings with chairmen and administrators sponsored by the Department Chairmen Program as well as audiotapes of chairman training sessions at individual institutions. Chairmen from participating institutions have met and have formed their own "mutual aid" society under the leadership of Bill Key, Chairman of the Department of Sociology, University of Denver. These chairmen plan to publish their own newsletter. They are now planning a one-day retreat to clarify administrative roles, to share information on how they spend their time, and on various facets of departmental administration. Administrators are planning meetings of their own to examine their relationships with chairmen and perhaps to plan workshops on administrative and educational development.

[6] A list of media available from the Department Chairmen Program is in the *Appendix*.

As we move into other subregions, we will use a questionnaire to give us information on the perceived training needs of chairmen and deans. Next we will invite chairmen and deans to a session to build interest in more effective and creative administration, and to provide tangible assistance on specific problems. A desired outcome of this first meeting is to design a collaborative plan of ongoing administrative development in the subregion; probably composed of men from noncompeting disciplines, who will work together during the coming year.

Cross-institutional meetings will be supplemented by activities in individual institutions which take into account institutional differences. These activities could include:

(1) meetings which help new chairmen understand the world of administration;

(2) meetings which build respect for the administrative role and facilitate informal communication among chairmen and administrators (perhaps including suppers for chairmen and their wives);[7] and

(3) task-oriented meetings where a dean sits down with his chairmen to get their support for institutional objectives and to lend his support to departmental objectives.

We will be working with deans to encourage them to use their influence in the selection and evaluation of chairmen to give chairmen a more realistic and definite role assignment, and to protect, as far as possible, the interests of the chairman and the institution. Too many chairmen move into the job with unrealistic expectations.[8] The process of contract renewal can be fruitful if it provides the dean with an opportunity to clarify faculty aspirations for departmental development, and to work with chairmen to help them operate in a way that protects their interests, and those of administration and faculty.

The job of the chairman is so complex, and requires such an artful balancing of administrative and professional interests, that we are unfair to the dean if we expect him to accomplish this "larger-than-man-sized" training job alone. We can, of course, encourage him to identify with another individual with administrative responsibilities in his institution who can act ex portfolio in a consultative and development role with chairmen.

We are convinced that the training job of the dean can be made more manageable if certain kinds of training experiences are conducted cross-institutionally, with WICHE consulting on program design, and helping to integrate into this design the best thinking on organizational development and research on higher education. For the next decade, WICHE may be useful to subregions in the West in developing programs for chairmen and deans which will include the following elements:

(1) Permit chairmen, administrators, and students to define their educational ideals. What kind of a learning and research environment do they want?

(2) Help them broaden this vision by learning from men whom they respect what's going on in higher education. How has innovation affected students and faculty?

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[7] The Department Chairmen Program's Monograph #4 describing Charles Monson's Chairman Training Program at the University of Utah is a good model. See Appendix.

[8] See Topics for an Administrative Development Program for Chairmen by David Booth. Copies of this article are available from the Department Chairman Program. See Order Form in Appendix.

(3) What can be done next year to implement these objectives? Given a budget (minimal and maximal), how would they allocate resources? The outcome here would be an educational plan and a budget based on minimal and maximal appropriations.

(4) Once a chairman has a plan, how can he go about getting this plan adopted? What strategies will he use? What information should he have about his own interpersonal style?

Once the security needs of men have been met in earlier collaborative and intrainstitutional programs, the stage could be set for a series of workshops on these topics.

We will be experimenting with this program design during the coming year. We will offer at least one workshop of this type during the summer, and if there is sufficient interest, we will offer several in each of the subregions of the West. Workshops may be offered this summer on the problems of graduate and undergraduate departments, and on the administration of departments in urban institutions.

PROGRAM DEVELOPMENT:

We assume that chairmen and deans can become agents for planned change, taking into account conflicting pressures of faculty, students, and administration. While students raise basic educational issues, legislators insist that the university become more efficient! WICHE's Management Information Program was stimulated by the need to develop institutional measures of efficiency which take into account educational values. Our Department Chairmen Program attempts to do the same by linking administrative training to the resolution of fundamental and often unrecognized educational issues.

The social revolution in America, the movement toward program budgeting, sparked by legislative cries for more efficient administration, provide the impetus for major organizational changes in higher education institutions. If these changes are to creatively articulate societal with professional interests, there must be some instrumentality for planning which builds on the cumulative wisdom of networks of educational and administrative specialists, research and development centers, and networks of professionals with expertise in the implementation of change and the utilization of knowledge. These disparate groups and individuals need system linkage through an organization such as WICHE so that their competencies and experiences can be creatively utilized by chairmen, key faculty, and deans.

Unfortunately, there is little articulation of this kind at this time (deW. Bolman, 1964). The articulation which occurs is largely accidental, depending on patterns of friendship among groups that may only partially overlap. At the operating level where decisions are made by deans, chairmen and key faculty, there is little knowledge of the work done at major centers of research and development in education and administration.

The pluralism and voluntarism of American society is reflected in the pluralism, voluntarism, and competitiveness of its institutions of higher learning. This is real strength where it permits institutions and departments to develop in ways which take into account individual needs and potentials. It is a real weakness, however, in the isolation of men with special skills and experience from those with complementary needs.

Given the present system of governance in higher education, administrators are doing a creditable job. But they are becoming more and more isolated from other interest groups (Lunsford, 1968) as the need for system articulation and integration grows.

A long-range program of administrative, educational, and organizational development, under the umbrella of WICHE (and other interested regional organizations), could help individuals and institutions diagnose their own learning and organizational needs and begin long-term collaboration to meet them. The purpose of this program would be to train and support the work of internal and subregional trainers to the point where they could operate effectively without outside support. A program of this type would require the support of individual institutions, state systems of higher education, and foundations.

We welcome your active participation in our program. Your support is needed to test programs in your own institutions, to generate collaborative programs in your areas, and to support similar programs in your disciplines.

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APPENDIX

SUMMARY OF RESPONSES TO A QUESTIONNAIRE DISTRIBUTED AT A MEETING FOR CHAIRMEN ON "FACULTY RECRUITING" HELD AT THE UNIVERSITY OF COLORADO, DECEMBER 13, 1968:

TRAINING NEED	N*
The role of the chairman (Who does he represent? How can conflicting pressures be best resolved?)	29
Dean-Chairman relations	16
Chairman-Staff relations	25
Chairman-Secretarial relations (Including how to hire and keep a good secretary)	12
Chairman-Family relations (How can you do a job and still remain a family man? Would it be useful to have sessions for chairmen and wives?)	11
Chairman-Institutional relations (How can chairmen work more effectively with other offices and departments?)	16
Recruiting	7
Staff Development	23
Curricular Development	22
Student Development	12
The use of research for departmental development	19
Share information on problems of recruitment and development of Negro and Mexican faculty	8
Share information on the teaching of poor students	11
Share information on curricular development as this relates to minority groups	12
Other	6

Would you serve on a committee to plan a continuing education program for department heads? Yes 20 No, or no answer 20

Would you please nominate anyone else in your institution who might have a similar interest and could contribute to the development of an effective program? Number nominated 16

"Other" above included Program planning budgeting systems; New views of educational objectives; Relations and communication with Registrar activities and computer sectioning; Development of curriculum reflecting the "Non-Western" component, including its expansion with the public school system; and Sharing information among Journalism Department Heads.

*TOTAL N = 40

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MONOGRAPHS (Available at no charge)

_____ Monograph #1 - Wilbert J. McKeachie, Chairman, Department of Psychology, University of Michigan, "Memo to New Department Chairmen." Reprinted from the Spring 1968 issue of the Educational Record.
_____ Monograph #2 - David G. Brown, Provost, Drake University, "Faculty Recruiting."
_____ Monograph #3 - Thurston E. Manning, Vice-President for Academic Affairs, University of Colorado, "Academic Planning."
_____ Monograph #4 - Charles H. Monson, Associate Vice-President for Academic Affairs, University of Utah, "University of Utah's New Department Chairman Program."
_____ Monograph # 5 - T. R. McConnell, Research Educator, Center for Research and Development, University of California, Berkeley, "Notes on a talk on Departmental Organization."

MISCELLANEOUS PAPERS (Available at no charge)

_____ David Booth, Director, Department Chairmen Program, WICHE, "Topics for an Administrative Development Program for Chairmen."
_____ David Booth, "Memorandum on Issues and Dilemmas Raised by Department Chairmen and Deans at Washington State University."
_____ David Booth, "Notes to Prospective Chairmen of Academic Departments," Invited talk for the Institute on The Role of Academic Department or Division Chairmen in Institutions of Higher Education, St. Louis University, November 11-13, 1968.
_____ Order Forms for one-year trial subscription to Liberal Education. The Association of American Colleges has kindly agreed to allow us to offer department chairmen a one-year trial subscription to Liberal Education at the membership rate of $2.50. If your chairmen are interested in subscribing to this journal at a reduced rate, we can supply order forms to you for distribution. Number of forms needed _____.

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AUDIO TAPES - Experienced academic administrators gave talks on recruiting, academic planning, moving the department ahead, budgeting, and the leadership role of chairmen at the WICHE Department Chairman Institute held in Salishan, Oregon, November 1967. Audio tapes of these talks are available at cost. While these tapes are not of professional quality, they are informative and may be a most effective way to stimulate discussions among chairmen. A description of these presentations appears below:

_____Tape #1 - Curricular Development by John Bevan, Academic Vice-President, University of the Pacific. (Moving the department ahead.)
Faculty Recruiting by David G. Brown, Provost, Drake University. (Also available in monograph form.)

_____Tape #2 - Academic Planning by Thurston E. Manning, Vice-President for Academic Affairs, University of Colorado. (Also available in monograph form.)
The Departments Study Themselves by Stanley Ikenberry, Dean, College of Human Resources and Education, West Virginia University.

_____Tape #3 - The Art of Departmental Administration by Wilbert J. McKeachie, Chairman, Department of Psychology, University of Michigan. (Also available in monograph form under the title "Memo to New Department Chairmen.)

_____Tape #4 - Departmental Budgeting by Richard S. Takasaki, Vice-President for Business Affairs, University of Hawaii.
Role of the Department Chairman by T. R. McConnell, Center for Research and Development in Higher Education, University of California, Berkeley. (Also available in monograph form.)

MISCELLANEOUS AUDIO TAPES

_____Tape #6 - Academic Planning by Richard Fox, Coordinator of Academic Planning, University of Colorado. A description of the procedure for internal planning of departmental programs of instruction, research and professional services to the public--the academic programs of the university.

_____Tape #8 - University of Utah-Dialogue. A taped discussion between Dr. James C. Fletcher, President, University of Utah, and chairmen. This was recorded during one of the sessions of the Department Chairmen Training Program at the University of Utah, 1968-69 academic year.

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